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ABSTRACT

This inventory is designed to help educational consultants assess their levels of knowledge and skills in ten broad areas of consulting: communication, entry/intervention, diagnosis, group facilitation, problem-solving, influence/power, resource utilization, conflict management/utilization, and evaluation. The instrument is designed to help educational consultants identify their individual needs for further staff development. As used by the Illinois Office of Education, the inventory is completed before and after an awareness session that focuses on increasing knowledge in the ten consulting skill areas. After needs are identified, the instrument can be used to develop a training program. (Author/JM)

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CONSULTING/LINKAGE KNOWLEDGE & SKILLS INVENTORY

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RESUME

DESCRIPTORS: *Needs Assessment; *Self Evaluation; *Change Agents; Change Strategies; *Staff Improvement; Educational Innovation; Skill Development; *Measurement Instruments

ABSTRACT: This inventory is designed for educational consultants and other field staff to help them assess their levels of knowledge and skills in such consulting areas as entry/intervention, problem identification, problem-solving, group faciliation, resource utilization and evaluation. The Inventory enables consultants to assess their levels of competency (knowledge and skills) in ten broad areas. As process generalists, the Illinois Office of Education consultants on the regional program service teams provide the following services to local educational agencies: communication, problem-solving, technical assistance, and resource brokerage. This instrument is designed for use by educational consultants to identify their individual needs for further staff development. The inventory is completed before and after an awareness session which focuses on increasing knowledge in the ten consulting skill areas. The instrument can then be used, after needs are identified, to develop a training program. (LEW)

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CONSULTING/LINKAGE

KNOWLEDGE AND SKILLS INVENTORY

PREPARED BY STAFF DEVELOPMENT CONSULTANTS

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JULY 1977

LEA SERVICES DEPARTMENT

ILLINOIS OFFICE OF EDUCATION

100 NORTH FIRST STREET

SPRINGFIELD, ILLINOIS 62777

KNOWLEDGE AND SKILLS
SELF-ASSESSMENT INVENTORY

NAME

TEAM

DATE

This inventory is designed to stimulate your thinking about and assist you in assessing your level of knowledge and skill development necessary for consulting with adminstrators, teachers and other school personnel.

DEFINITIONS

Please refer to the following working definitions when responding to each activity.

CONSULTING is the process of working with clients in a manner which focuses on the relationships and events which occur when people are working on a task. The stance is primarily that of facilitating and assisting clients as they identify needs or issues and seek solutions.

KNOWLEDGE is the particular existing (present) range of one's information or acquaintance with facts.

SKILL is the ability to use one's knowledge effectively and readily in the execution or performance of some action.

INSTRUCTIONS

This instrument is designed to assist you in assessing your current level of knowledge and skill development in 10 areas.

Each skill is defined and includes a rating scale with values of 1 through 6. Each value is defined below:

A. Scale Values

1. None. No understanding of the concept whatsoever or totally unable to perform the action.

2. Very Low. Have enough understanding to participate quietly and usefully observe in situations.

3. Low. Have enough understanding and capability to follow the lead of others and support others.

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4. Moderate. Have enough understanding and capability to actively contribute in average pressure situations.

5. High. Have enough understanding and capability to function alone in an effort without support from others.

6. Very High. Have enough understanding and capability to lead/teach others in an effort.

B. After you have received clarity of the above definitions, please respond to each activity in all 10 skill areas by circling the scale number (value) that best describes your knowledge and skill level.

C. After you have responded to the specific activities of all 10 skill areas, compute the composite rating for each area. This can be accomplished by using an arithmetic average.

D. Transfer the average rating for each of the 10 skill areas to the individual profile sheet. Retain these forms for later use.

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SKILL AREA 1

COMMUNICATION SKILLS - Those listening and speaking skills which a consultant uses in all phases of working with administrators, teachers and other LEA personnel.

Please rate your level of knowledge and skill in each of the following areas/activities:

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Listening attentively	1 2 3 4 5 6	1 2 3 4 5 6
2.	Paraphrasing to ensure understanding of what others are saying	1 2 3 4 5 6	1 2 3 4 5 6
3.	Checking out for clarity and understanding by client	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying patterns of communication (norms, one- and two- way communication, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying non-verbal cues	1 2 3 4 5 6	1 2 3 4 5 6
6.	Giving and receiving feedback	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 2

ENTRY/INTERVENTION SKILLS - Conscious behavior by a consultant which helps an individual or group to move in a specific direction.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Establishing rapport and credibility	1 2 3 4 5 6	1 2 3 4 5 6
2.	Setting a conducive environment (climate)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Clarifying my role as a consultant	1 2 3 4 5 6	1 2 3 4 5 6
4.	Collecting data to determine need for service	1 2 3 4 5 6	1 2 3 4 5 6
5.	Deciding whether to continue or to negotiate a new resource for provision of service	1 2 3 4 5 6	1 2 3 4 5 6
6.	Finalize mutual expectations and commitments	1 2 3 4 5 6	1 2 3 4 5 6
7.	Translating an issue into a problem statement for the client	1 2 3 4 5 6	1 2 3 4 5 6
8.	Pointing out that a client/group is attending to several problems simultaneously rather than sticking to one problem at a time	1 2 3 4 5 6	1 2 3 4 5 6
9.	Pointing out how the client/group utilizes its resources	1 2 3 4 5 6	1 2 3 4 5 6

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	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
10.	Pointing out dysfunctional behaviors which keep the group from achieving a cohesive working relationship	1 2 3 4 5 6	1 2 3 4 5 6
11.	Verbally reinforcing client/group behaviors such as gatekeeping, agenda building, etc.	1 2 3 4 5 6	1 2 3 4 5 6
12.	_____	1 2 3 4 5 6	1 2 3 4 5 6
13.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 3

DIAGNOSTIC SKILLS - (The consultant acts as a process observer) - Those skills which enable a consultant to assess a situation so that he/she can make appropriate interventions to aid the client(s).

Please indicate your level of knowledge and skill in each of the following areas/activities

Note: This section is based upon the assumption that the consultant will describe his/her role to the group prior to providing service.

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Observing and analyzing leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
2.	Observing and analyzing decision making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Observing and analyzing how internal resources are utilized	1 2 3 4 5 6	1 2 3 4 5 6
4.	Determining when the use of specific assessment instruments (surveys, teacher methodology, morale, etc.) is appropriate	1 2 3 4 5 6	1 2 3 4 5 6
5.	Observing and analyzing group norms	1 2 3 4 5 6	1 2 3 4 5 6
6.	Observing and analyzing the group's overall effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 4

GROUP FACILITATING SKILLS - (The consultant acts as a facilitator while the group functions) - Those skills which enable a consultant to help a group identify its blocking and promoting forces, its problem-solving techniques and its other processes.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Helping groups to identify issues (task vs. relationship)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Helping groups to clarify decision-making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Helping groups to analyze leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
4.	Helping groups to deal with group pressure, conformity, and influence	1 2 3 4 5 6	1 2 3 4 5 6
5.	Helping groups to deal with conflict	1 2 3 4 5 6	1 2 3 4 5 6
6.	Helping groups to identify and deal with hidden agendas	1 2 3 4 5 6	1 2 3 4 5 6
7.	Helping groups to utilize their individual resources	1 2 3 4 5 6	1 2 3 4 5 6
8.	Helping groups to evaluate their task effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 5

PROBLEM SOLVING - Those skills which a consultant uses to help his/her client(s) eliminate or cope with a situation identified as a problem.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Identifying problems clearly and specifically	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using brainstorming techniques	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using Force Field Analysis	1 2 3 4 5 6	1 2 3 4 5 6
5.	Generating solutions and determining implications	1 2 3 4 5 6	1 2 3 4 5 6
6.	Planning for action (Implementation)	1 2 3 4 5 6	1 2 3 4 5 6
7.	Conducting evaluation	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 6

INFLUENCE - The ability of one person to affect the attitude, behaviors or ideas of others.
POWER - The ability of one person to control the behavior of another person by reason of position or authority.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Identifying my own style of influencing and my need to influence	1 2 3 4 5 6	1 2 3 4 5 6
2.	Being aware of game-playing	1 2 3 4 5 6	1 2 3 4 5 6
3.	Assessing group norms	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying congruence of intentions and actions	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying nonverbal behaviors that influence others	1 2 3 4 5 6	1 2 3 4 5 6
6.	Understanding and helping the client(s) to understand power bases	1 2 3 4 5 6	1 2 3 4 5 6
7.	Coping with and helping the client(s) to cope with feelings of power and powerlessness	1 2 3 4 5 6	1 2 3 4 5 6
8.	Diagnosing and helping client(s) to diagnose power struggles	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 7

DESIGN SKILLS - The skills of putting together necessary components and sequencing them in a logical flow to meet a client's need for a particular service.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Understanding the need to involve various groups (teachers, students, community members, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying goals	1 2 3 4 5 6	1 2 3 4 5 6
4.	Prioritizing	1 2 3 4 5 6	1 2 3 4 5 6
5.	Understanding the relationship among components of the planning process	1 2 3 4 5 6	1 2 3 4 5 6
6.	Budgeting/Accounting	1 2 3 4 5 6	1 2 3 4 5 6
7.	Planning Programs	1 2 3 4 5 6	1 2 3 4 5 6
8.	Planning evaluation strategies	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 8

RESOURCE UTILIZATION - The process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help his/her client(s) solve problems.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITIY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Diagnosing information and resource needs of clients that cannot be met with internal-to-client resources	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using systematic procedures and established channels to bring resources to clients (retrieval skills)	1 2 3 4 5 6	1 2 3 4 5 6
	a. Using internal agency resources (PP&D, IRDN, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
	b. Using external resources (universities, professional organizations, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using knowledge transformation skills	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using adaptation/ modification skills and understandings	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 9

CONFLICT MANAGEMENT/UTILIZATION - The use of conflict situations as a source of learning for the consultant to become more effective in working with individuals and groups within the LEA's.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Understanding basic causes of conflicts	1 2 3 4 5 6	1 2 3 4 5 6
2.	Diagnosing conflict situations	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying alternative ways of coping with conflict	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using third-party conflict resolution	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 10

EVALUATION SKILLS - Those skills which enable a consultant to determine the quality of his/her task and relational efforts with clients.

Please indicate your level of knowledge and skill in each of the following areas/activities

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Using formative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using summative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Documenting evaluation results	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using evaluation results in decision-making	1 2 3 4 5 6	1 2 3 4 5 6
5.	Planning/designing evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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NAME _____
DATE _____
TEAM _____

INDIVIDUAL SKILLS PROFILE

	COMMUNICATION SKILLS	ENTRY/INTERVENTION SKILLS	DIAGNOSTIC SKILLS	GROUP FACILITATING SKILLS	PROBLEM SOLVING	POWER/INFLUENCE SKILLS	DESIGN/PLANNING SKILLS	RESOURCE UTILIZATION SKILLS	CONFLICT MGMT UTILIZATION SKILLS	EVALUATION SKILLS
PRIORITY										
KNOWLEDGE 6										
KNOWLEDGE 5										
KNOWLEDGE 4										
KNOWLEDGE 3										
KNOWLEDGE 2										
KNOWLEDGE 1										
PRIORITY										
SKILL 6										
SKILL 5										
SKILL 4										
SKILL 3										
SKILL 2										
SKILL 1										

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INDIVIDUAL SKILLS PROFILE
PRIORITY SHEET

NAME

TEAM

DATE

Instructions: Prioritize the ten consultant skill areas based on your need for additional knowledge or skill development in each area.

	KNOWLEDGE	SKILL
Priority #1		
Priority #2		
Priority #3		
Priority #4		
Priority #5		
Priority #6		
Priority #7		
Priority #8		
Priority #9		
Priority #10		

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